



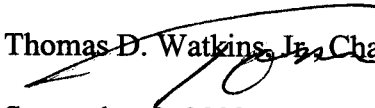
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SUPERINTENDENT OF
PUBLIC INSTRUCTION

TO: State Board of Education

FROM: Thomas D. Watkins, Jr., Chairman


DATE: September 9, 2002

SUBJECT: Discussion on Adequate Yearly Progress (AYP)

At the August meeting, the State Board of Education discussed a report on the issue of Adequate Yearly Progress (AYP) and the implications of AYP within the No Child Left Behind Act. The executive committee met on August 20, 2002 to begin its discussions. At that time the committee requested simulations of the impact of various possible approaches to this issue. The simulations that were prepared for the committee are included in Attachment A. The executive committee subsequently discussed the simulations on August 27 and again on August 29.

One area that the Board was particularly interested in at its August meeting was the relationship of Adequate Yearly Progress (AYP) and *Education YES!* The Committee's work on the area of "change" in *Education YES!* is intended to link *Education YES!* with AYP by providing an improvement target for all Michigan schools. This issue will be discussed in the report of the Accreditation Advisory Committee on September 12, 2002.

Our goal is to do all that is possible to mesh the progressive 21st century accreditation program, *Education YES!* with the emerging ESEA No Child Left Behind Act. The challenges are immense. Our efforts are to conform with the aggressive schedule we set for ourselves to have the first report card for *Education YES!* in December, 2002. However, we are following the old adage to "measure twice and cut once" as we integrate these two systems. Our goal all along has been to have a system of accreditation that promotes high academic standards, is fair and easily understood by educators and the general public, and lifts up our teachers and students. The Board may choose to take up the AYP issue following the Committee's report.

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Notes on AYP Simulations

Following is some additional background information to assist in reviewing the data provided on the various scenarios of AYP.

The schools included in the analysis are those with MEAP results that can be used in the analysis. Therefore, K-3 buildings, for example, would not be included, nor would schools that do not have reliable MEAP result data in the given subject area and grade level for at least 10 pupils. Further, because of changes in the high school test and in the definition of the cohort of pupils whose results are reported, high school buildings are not included at these simulations.

In total, 3,833 school buildings are included for "All Schools" and 2,165 school buildings are included for "Title I Schools." However, the data show only elementary and middle schools because high school data for the class of 2002 is not yet available. Keep in mind that the number of schools fluctuates with each scenario because as different subject areas are included in the analysis, only those buildings with reliable and sufficient data in those subject areas can be included. Again, high schools are not included in these simulations.

In the 1)b) scenario (current definition with social studies data added), the total number of schools identified for improvement increases but the number of schools with "initial identification" decreases because the addition of social studies pushes some buildings from the "initial identification" category to the "continuing identification" category. This will be revised as it is not appropriate for either a change in the test or an expansion in the AYP definition (e.g., the addition of social studies) to push a school to the next level.

In the 4) scenario (staff proposal with the baseline at 50% proficient), the data include math and reading only. An additional 5) scenario has been developed to contract simulation 4) with the content areas measured in Education YES! – including science and social studies at the middle school level.

Finally, beginning in 2003-2004, determining the AYP status of a school will become more complex. Not only will the school as a whole need to meet the AYP definition, several subgroups of pupils will each also need to meet AYP (special education pupils, economically disadvantaged pupils, limited English proficient pupils, and racial-ethnic subgroups of pupils). In order for a specific subgroup's data to be analyzed for AYP, there will need to be a minimum statistically significant number of pupils in the group. This number ("group size") will be determined by the Education YES! Advisory Committee. In addition, graduation rate for high school buildings and attendance rate for elementary and middle school buildings will come into play as a factor in determining AYP. Because the acceptability thresholds for these items have not yet been established, the data are not available for 2001-2002, and those elements will not come into play in determining AYP for this current year, those items are not included in the current analysis.

AYP Impact Analysis

The following analysis was prepared at the request of members of the State Board of Education to present impact data developed from simulations of possible ways to identify schools for improvement under the No Child Left Behind Act. These analyses were done using 2001-02 MEAP data.

1) The current AYP definition (1997 policy)

a) Updated with the 2001-02 MEAP data (math, reading, science and writing)

	All Schools	Title I Schools
Schools Identified for Improvement	2,068	1,496
Initial Identification	226	142
Continuing Identification	711	527
Corrective Action	1,131	827
Blue Ribbon Schools Identified	78	41
Golden Apple Schools Identified	185	152
North Central Schools Identified	694	456

b) with social studies data added

	All Schools	Title I Schools
Schools Identified for Improvement	2,245	1,620
Initial Identification	204	139
Continuing Identification	910	654
Corrective Action	1,131	827
Blue Ribbon Schools Identified	91	49
Golden Apple Schools Identified	233	191
North Central Schools Identified	760	495

c) using only math and reading

	All Schools	Title I Schools
Schools Identified for Improvement	1,114	953
Initial Identification	108	91
Continuing Identification	621	499
Corrective Action	415	363
Blue Ribbon Schools Identified	25	17
Golden Apple Schools Identified	91	79
North Central Schools Identified	328	258

2) The staff proposal (20th percentile) using math and reading only based on 2001-02 MEAP data

	All Schools	Title I Schools
Schools Identified for Improvement	523	482
Initial Identification	53	42
Continuing Identification	105	97
Corrective Action	365	343
Blue Ribbon Schools Identified	5	5
Golden Apple Schools Identified	65	61
North Central Schools Identified	71	63

3) The staff proposal (20th percentile) with alignment with Education YES! to include science and social studies at the middle school and high school levels.

	All Schools	Title I Schools
Schools Identified for Improvement	575	530
Initial Identification	66	54
Continuing Identification	119	111
Corrective Action	390	365
Blue Ribbon Schools Identified	5	5
Golden Apple Schools Identified	76	73
North Central Schools Identified	90	80

4) The staff proposal using math and reading only with starting the baseline at 50% proficient, rather than at around 40% (the 20th percentile)

	All Schools	Title I Schools
Schools Identified for Improvement	768	816
Initial Identification	82	63
Continuing Identification	192	172
Corrective Action	494	581
Blue Ribbon Schools Identified	13	11
Golden Apple Schools Identified	98	91
North Central Schools Identified	206	148

5) The staff proposal to include science and social studies at the middle school and high school levels with starting the baseline at 50% proficient, rather than at around 40% (the 20th percentile)

	All Schools	Title I Schools
Schools Identified for Improvement	1,047	888
Initial Identification	110	84
Continuing Identification	437	379
Corrective Action	500	425
Blue Ribbon Schools Identified	13	11
Golden Apple Schools Identified	130	99
North Central Schools Identified	605	372

Additional AYP Analysis

The following data were prepared based on alignment with Education YES! to include only mathematics and reading at the elementary level, and to include science and social studies in addition to mathematics and reading at the middle school level.

	20 th Percentile		22 nd Percentile		23 rd Percentile		25 th Percentile	
	All Schools	Title I Schools	All Schools	Title I Schools	All Schools	Title I Schools	All Schools	Title I Schools
Schools Identified for Improvement	575	530	598	548	631	577	653	622
Initial Identification	66	54	64	51	66	53	71	56
Continuing Identification	119	111	122	113	132	123	149	139
Corrective Action	390	365	412	384	433	401	433	427
Blue Ribbon Schools Identified	5	5	6	6	6	6	6	6
Golden Apple Schools Identified	76	73	76	73	98	72	87	80
North Central Schools Identified	90	80	92	80	104	86	128	105